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ABSTRACT

This evaluative report consists of two parts. The first is a narrative report which represents a summary by the evaluation team and recommendations regarding project activities; the second part provides a statistical analysis of project achievements. Details are provided on evaluation techniques, staff, management, instructional materials, activities, community involvement, and external problems. The second part involves component analyses and a quantitative study of program achievement. (VM)

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PROJECT SELL, TITLE VII

FINAL EVALUATION

1970-1971

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Union City, New Jersey
Project Number - OE 7-417

Submitted by Evaluation Team,
Dr. E. C. Condon, Principal Evaluator

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PROJECT SELL
EXTERNAL EVALUATION

Project Year 1970-1971

FINAL REPORT

OVERVIEW

The following is the Final Evaluation Report for Project SELL 1970-71 submitted by Dr. Eliane C. Condon to Mrs. Doris Wadsworth, Director, Project SELL, and based on the 1970 Evaluation Design submitted in June 1970 by the Principal Consultant.

This report consists of two parts: first a narrative report which represents a summary by the evaluative team and recommendations regarding SELL activities; and second, a statistical analysis of project achievements.

Part I of this report is organized in accordance with Standard Guidelines for Narrative Evaluations (Form EC 1-0-1; January 1971). It includes both product and process assessment since all component processes (except for teacher training) continue throughout the entire project year. In fact, both the Maintenance and Affective functions of the director cannot be evaluated until the end of the year. Since all necessary objective forms have not been developed as yet (as well as pre-tested and evaluated), findings discussed in Part I are based upon both objective and subjective data (See details in report). However, it should be kept in mind that all subjective judgements are based upon the extensive involvement of evaluative team members in project activities and that they are objectified by the concurrence of assessments made by a panel of five experienced educators.

A Gestalt assessment of Project SELL activities, made as a result of 38 on-site visits to Project SELL (made by the Principal Consultant, see details on page 2, paragraph 1), which included detailed periodical examinations of documentary evidence, frequent conferences with staff and observations of project activities, and substantiated by the results of statistical analyses (see Part II of this report) will establish the framework of bilingual education in Union City, New Jersey. On these bases, the following conclusions may be drawn:

a. Bilingual education in Union City is producing cognitive and affective gains in project participants (both staff and pupils).

b. Educationally and culturally relevant materials are being developed and constantly being refined in Roosevelt School.

c. American and Cuban parents are supportive in their attitudes and behavior toward bilingual education as offered in Project SELL.

d. Management problems may be expected to continue as a result of the need to reconcile divergent streams of community interests, Board of Education policies and OE Title VII requirements.

PROJECT SELL

EXTERNAL EVALUATION

Project Year: 1970-191
Scheduled Activities

EVALUATION ACTIVITIES		Anticipated Schedule	Completion	Comments
1. Periodic Involvement in all Project Activities:				
Principal Consultant				
Advisory function		13	as needed	-
Personnel Training		10	on time	-
Materials Development		10		
Evaluation		15	as needed	
ESL Specialist (Master teacher Summer 1970)				
Personnel training	"	30 days	on time	-
Evaluation Follow-Up		10 days		
Spanish Specialist (Master T. Summer 1970)				
Personnel Training	"	30 days	on time	-
Evaluation Follow-Up		17 days	as needed	-
Bilingual Education Specialist				
Evaluation		16 days	as needed	-
Nongraded Education Specialist				
Personnel Training		10 days	on time	-
Evaluation		10 days	as needed	-
Human Relations Specialist				
Personnel Training		15 days	on time	-
Evaluation		10 days	as needed	-
Human Relations Comp. (1971/72 Prop.)		14 days	on time	-
Psychometrist				
Quantitative Evaluation		11 days	as needed	-
Evaluative Instruments Development		4 days	as needed	-
2. Feedback at Regular Intervals				
Team Meetings (3)		Oct. 20	Nov. 19, 70(illness)	
		Jan. 5	called off (School proble	
		Apr. 15	Apr. 23, 71	-
Unscheduled meetings:			July 23, 70	-
			Aug. 8, 70	-
Individual Conferences with staff (on-site)		Periodically	With each visit to projec	
Telephone consultation		As needed	At least once a month	
Written Reports:				
a. Individual Reports (5)	#1	Sept. 15	3 on time 1 late (Oct.1); 1 missing	
Integrated Report	#1	Oct. 1	Nov. 1	(late receipt o 2 reports)
b. Individual Reports (5)	#2	Jan. 5	canceled	School problem
Integrated Report	#2	Jan. 20	"	"

c. Individual Reports (5)	#3	Ju. 29	Apr. 23 Needed for new proposal All submitted but 1
Integrated Report	#3	Unscheduled	Team report submitted on April 23 after meeting on new proposal
Final Report with quantitative data		Aug. 13	Nov. 24 Special circumst. (See Narrative Report, p. 10-15)

3. Verification of Program Objectives

Rewriting of Objectives (in compliance with OE requirements)	No date	Oct. 1, 70
Review of new Objectives	Periodically	On time (each on-site visit)
Re-formulation of Objectives (for new proposal)	Apr. 30	On time
Assignment of Priorities	Continuous	On basis of need

4. Verification of Overall Testing Plan

Review of Pre-testing (1970)	No date	Nov., 70
Recommendations on control groups		
" on comparison testing		
New testing plan (new proposal)	Apr. 30	On time

5. Development of Evaluative Instruments

A total of 26 instruments were developed during the year and are in the process of being revised. (No specific quantity had been planned)	No date	June 30, 1971

6. Assistance in Workshops & Project Presentations

Second Language Learning Workshop	Summer 70	On time
Human Relations Workshop	"	On Time
Materials Development Workshop	Continuous	Periodic Visits (Principal Consultant)
Project Presentations	As needed	Upon request by Director (Principal Consultant)

7. Overall Data Analysis & Interpretation

All Pre- and Post-test data to be collected by Internal Evaluator and to be interpreted by External Evaluator in final report	Aug. 13 71	Nov. 24 (Special Circumstances - See Narrative Report. p 10-15)

ALL ABOVE ACTIVITIES PROPOSED AS OF June, 1970; finalized and submitted in Official Evaluative Design on July 31, 1970; Approved as addendum to official 1970-1971 proposal.

BACKGROUND

The data available to the principal consultant on the 1970-1971 Project SELL year may be classified into three categories, as follows:

1. Documentary Evidence (Objective data)

All evaluative results
Records of observations
Director's daily log of activities
Minutes of meetings
Financial records
Personnel credentials
Project-developed instructional materials
Project-developed evaluative instruments
All project files
Videotapes and analysis
Recorded pupils' voices
Historical and current data on Roosevelt school and the Union City Public Schools (demographic surveys, pupil records, statistics and the like)
Communications from HEW and auditor
Individual evaluation reports

2. Personal Observation (Subjective data)

a. Participant Observation of the following Ongoing Activities:

Director: assessing program needs
interviewing personnel
assigning roles and responsibilities
scheduling specific tasks
evaluating personnel performance
locating resources
planning evaluation
collecting and organizing information
arranging for feedback
planning component activities
relating to Board of Education, HEW and auditor
Dealing with emergencies
reconciling contraints

Internal Evaluator: reviewing evaluative instruments
planning internal evaluation
administering tests
evaluating teacher performance
" materials development
interpreting results
arranging for feedback

Associate Director: Organizing community activities
training and supervising teachers
supervising materials development
collecting and organizing community data
assisting director

Master Teachers: demonstrating bilingual techniques
supervising lesson planning
observing trainee performance

relating theory to classroom practice
evaluating trainee performance cooperatively
providing follow-up recommendations.

Other Personnel: (Among other tasks)
developing materials
reviewing existing materials
planning instruction
performing self-evaluation
relating to administrators, colleagues, observers, parents and children

b. Conferences and Interviews with Individuals

Mr. F. Zuccaro, Superintendent of Union City Schools (3)
Mr. H. Simon, Vice-Superintendent (3)
Mr. R. Lanni, Chairman, School Board (2)
Mr. J. Marini, principal, Roosevelt School (5)
Mrs. C. LaRosa, Nongraded Supervisor, Roosevelt School (4)
Mrs. M. Suris, Guidance Counselor (periodic, summer)
Project SELL teachers and staff members (periodic)
Roosevelt School children (15 children)- random sample

(Note: the principal consultant did not visit community members on a one-to-one basis, but had occasion to observe their reactions at various community functions, as well as on the occasions of their numerous visits to Roosevelt school during the summer. It was felt that Dr. Arguelles, a sociologist of Cuban origin, would relate better to the community than anyone else).

Members of Evaluative Team (Group meetings - 2; Individual meetings 4 each)
Dr. V. Horner (Yeshiva) - concerning materials (2)
Mr. T. Gaynor (3), Publicity & Public Relations

All documentary evidence listed under paragraph (1) and examined by the principal consultant are available to anyone involved in project SELL. Findings based upon these data have been organized, analyzed and interpreted statistically by the external evaluator; these findings are reported in Part II of this final report.

COMPONENT EVALUATION

1. Staff Development

Personnel selection, orientation, training and supervision seems to present no difficulty in project SELL, as one may judge from a low rate of attrition (one administrator -- associate director; and 2 teachers out of a total of 17 individuals.

a. Product: Personnel training occurs mainly during the summer institute, with a supervisory follow-up through the academic year. Gains in teaching performance are reported in Part II of this report. Attitudinal changes cannot be reported objectively on the basis of collected data. The Purdue Scale of Attitude has not been found appropriate to the needs of the bilingual-bicultural program situation. An attitude survey is being developed at the present time.
On the basis of teacher observation and interviews(See Pages 2 and 3 for number of days), it is suggested that crosscultural interaction of "American" and "Cuban" teachers be organized by the director on a regular basis to promote bicultural experiences for the staff. Such topics could be discussed: teacher-pupil interaction patterns, subject matter handling, behavioral objectives, and the like.

b. Process: The effectiveness of the training process is evidenced in two ways: first, the analyzed results of observation report and videotapes; second, the demonstrated success of the training format after which the institute is patterned (the Harvard University MAT program (now in existence for some twenty years). One of the first teachers trained in Union City under this system has now become project SELL's bilingual specialist; in addition, Mrs. Roscoe addressed the 1970-71 TESOL conference to describe the activities of project SELL. This year, the principal consultant has received three request for enrolment in a Bilingual or ESL doctoral program. These tend to indicate that the project has succeeded in instilling a positive attitude and interest in bilingual education, within some of the trainees. During the year 10 teachers did attend ESL and bilingual courses given at nearby universities. It is recommended that a survey be made this year of SELL participants who are 1) taking relevant courses, or 2) taking courses leading to a relevant degree. During informal interviews, teachers have expressed a sense of security in knowing how handle non-English speaking pupils, and have attributed this professional achievement to summer training experiences. These statements were confirmed by all master teachers.

It is, therefore, recommended that training format be maintained but that behavioral objectives be refined (with appropriate criteria and evaluative instruments) in order to facilitate an objective evaluation of product and process results.

2. Instruction

The format and objectives of nongraded bilingual instruction need to be re-examined in terms of specificity and feasibility. As indicated from the very beginning of the 1970-1971 academic year, the cognitive, affective and psychomotor gains of project SELL pupils need to be re-stated, criteria established, and appropriate

control groups selected, in order to permit an objective evaluation of results. It is hereby suggested that specifications be set up for the internal evaluator, as well as for the external evaluator, which would detail areas of responsibilities, types of data to be collected and submitted, and time schedule for same.

a. Product: Cognitive gains are reported in Part II of this report. Crosscultural interaction between native-born and Cuban-born children was not formally measured. Positive attitudes toward bilingual education are intermingled with the effects of nongraded education; these combined affective gains are reported in Part II of this report.

b. Process: There is no evidence to indicate the superiority of a single bilingual teacher or a bilingual team approach (one ESL specialist; one Spanish specialist) to handle bilingual education at Roosevelt school. Too many variables enter into this situation to allow a valid comparative study of these approaches: teacher personality, subject matter knowledge, language teaching competency on the onehand; grade level, nongraded format, instructional scheduling on the other; and finally individual differences in the pupils, ranging from language aptitude and motivation to socio-economic background and previous learning. However, the practice of collecting English-speaking pupils at specific times during the day for Spanish instruction seems impractical (time-consuming and disruptive in terms of learning experiences). It is apparently rendered necessary by two factors: first, the diminishing number of English-speaking pupils at Roosevelt school; second, the nature of nongrading which disperses students throughout different levels of achievement. The writer does not recommend the elimination of nongrading which individualizes learning experiences for all participants on the basis of language proficiency skills (which are the keys to subject matter learning). It is suggested that other methods of bringing children together be explored.

In addition to CIA and Boehm tests, the following data should be collected for evaluation: statistics on pupil turnover, absenteeism, levels progress and crosscultural interaction patterns.

3. Materials Development

Quantitative data on bilingual materials are available in Part II of this report. Twenty-six evaluative instruments were developed throughout the 1970-1971 project year and six were rejected *; the remainder is being reviewed for use in the 1971-1972 project year. Instructional materials will be evaluated qualitatively this year, after a one-year trial; a survey questionnaire has already been

(*non-graded check lists)

distributed to teachers who have used them. A qualitative rating will also be made by the external evaluator. An "excellent" rating has already been assigned to the ESL Learning sequence by Dr. Vivian Horner from Yeshiva University who recommended funding for expanded development of the Spanish sequence by the National Consortia Agency in Texas.

a. Product: See Part II for quantitative listing. Regarding contents, there seems to be a need for reviewing the revised ESL sequence once more (this version does represent a considerable improvement over the initial one which turned out to be a straight translation from the ESL sequence). This version is based upon the nature of the Spanish language, but it needs better pacing and other minor adjustments such as less generality in instruction Acculturative techniques also need to be spelled out in some details.

b. Process: The involvement of native-born and Cuban-born teachers under the supervision of a bilingual specialist seems to be an effective means of producing bilingual-bicultural instructional materials. It is recommended that the director and bilingual consultant spend time with materials developers whenever they start working on a new sequence. This may eliminate the "translation" problem which occurred in the ESL sequence.

It is recommended that a complete set of bilingual materials be kept at the administrative office and that they be color-coded for easy retrieval. A resource center of such materials, as well as reference texts, sample tests and the like should be created at Roosevelt school, with duplicates in the office.

4. Community Involvement

A Community Survey was undertaken, data collected and organized by Dr. Maria Arguelles Canive during the project year. No report has been submitted by this evaluator upto the present. A mini-evaluation has been performed on available community information; it is submitted in Part II.

5. Dissemination

Both community involvement and dissemination are interrelated; there seems to be a need for greater dissemination of information on project BELL throughout the community and the State of New Jersey.

Spot checking by the principal consultant on the streets of Union City, at the NJEA conference in Atlantic City and in the Schools of Education of Newark State College, Montclair State College, Jersey City State College, Rutgers University and Fairleigh Dickinson University reveal that project SELL activities are not yet sufficiently publicized despite numerous articles in local newspapers.

a. Product: A list of dissemination data and activities is appended herewith. The quantity and diversity of these items seems impressive as the results of a first year of operation.

b. Process: The process of dissemination so far has consisted of letters sent to New Jersey superintendents, indicating the availability of materials, speeches made by the director, newspaper contacts, advisory meetings, board meetings and the like. It would seem advisable to establish specific plans for dissemination on two levels: internal communication to facilitate a two-way flow of information between SELL administrators, participants and consultants; and external communication to involve more closely educational agencies (OE, State Department of Education, evaluator, auditor and New Jersey communities with project activities. Lines of communication appear to have been weak in the past.

It is recommended that specific plans and procedures be devised by the director for the establishment of an effective network of communication which will insure the production of feedback information.

6. Management

The operation of any first-year project involves a great deal of frustrating experiences and trial-and-error contingencies. Project SELL is no exception in this respect. In terms of product, the overall quality of the program is a strong evidence of competent management (See Part II statistics). The director, Mrs. Wadsworth succeeded in coping with whatever problem situation she encountered, and in establishing a sound basis for bilingual education at Roosevelt School.

In terms of process, the strengths and weaknesses of management functions are reflected in the data sheets appended herewith: Management Profile (By Functions), Management Profile (By Systems), Table I (Functions data), Table II (Systems data), and Management Rating Scale sample (Form LC5). Tables I and II represent data

based on three separate management ratings -- one by the principal consultant, one by Dr. John O'Neill, and one by Mr. J. Bongo. These evaluators were selected in view of their periodic involvement with Project SELL, more specifically with the director.

The Functions Profile indicates a steady improvement of managerial effectiveness: zero rating is eliminated in operational, maintenance and affective functions; one rating is steadily reduced in favor of two and three ratings. Rating, thus, increases in excellence.

The Systems Profile reveals the greatest area of weakness in the Communication System (15% excellent) and the greatest area of strength in Training System (85% excellent). These data should help the director identify problem areas and suggest directions in which action is needed.

In order to obtain a more diversified picture of management effectiveness, it is recommended that the director and her staff use the Rating Scale attached herewith, in addition to the external evaluator and that results be analyzed statistically.

In conclusion, the writer would like to point out that several factors rendered an external evaluation difficult to perform. They may be listed as follows:

A. External Problems (Union City Public Schools)

1. Teacher strike in mid-year; preceded by period of unrest during negotiations. Prevented on-site observation of instruction and teaching performances.

2. Appointment of new Board of Education in January 1971. Necessitated expenditure of time on the part of SELL staff members to inform new Board members of SELL activities. Delayed the appointment of SELL staff members, as well as the approval of SELL requests (ex: replacement of duplicating facilities).

3. Due to Board of Education delay in receiving OE funds, salaries of SELL personnel were withheld in September and disbursed at a later date. This created a climate of insecurity resulting in a lowering of personnel efficiency. It also required time-consuming negotiations on the part of the director with the Board (time taken from normal management functioning).

4. Lack of comprehensive guidelines for Evaluator and Auditor roles and responsibilities in 1970.

B. Internal Problems (SELL)

1. Late appointments: Mrs. C. Roscoe - Bilingual Specialist. Delayed materials production and impaired SELL-school-community communication.

   Mrs. E. Kritsidimas - Administrative Assistant. Impaired effectiveness of data organization and record keeping.

2. Illness: Mrs. O. Galagarza, Associate Director. Ill health throughout the year reduced her effectiveness in discharging her administrative and supervisory duties. She left in April and was not replaced.

It should be noted that the responsibilities assigned to Mrs. Roscoe, Mrs. Kritsidimas and Mrs. Galagarza were assumed by the director, Mrs. Wadsworth, the internal evaluator, Mrs. Seoane, with the support of external consultant-evaluators. This affected both management and evaluative operations.

3. Secretarial Problem: the director's secretary proved incapable of handling her duties (monolingual; no training in administrative work). Her removal and replacement represented a problem since she held tenure as a city employee. The inadequacy of her work required weeks of review and verification on the part of the administrative assistant.

C. Evaluative Team Problems

1. Illness: Mr. Bongo, Nongraded Consultant, was hospitalized during the year and was unable to space his on-site visits evenly throughout the year. His final report was, consequently mostly subjective, since he found himself unable to examine objective data at that time.

   Mrs. T. Tetenbaum, psychometrist, suffered a physical collapse at the time data should have been analysed. She had to be replaced by someone else. (This delayed analysis).

2. Family difficulties: the principal consultant's mother passed away during the summer, thus necessitating two prolonged visits to Europe, at a time when the final report should have been prepared.

3. Nonfulfillment of oblications: Dr. M. Arguelles-Canive was unable to participate in this summer's training institute; thus requiring her replacement by the principal consultant (at a time which should have been devoted to the final report preparation). This same consultant in Human Relations has not submitted written reports on the community participation component. The completion of a final report was held in the hopes of receiving the data collected and analyzed by Dr. Arguelles. To date, nothing has been received.

One of the major problems in evaluation has been inherent to the satellite format of the evaluation, with a team leader responsible for the overall performance of the work, but without any authority to demand adherence to accountability standards, or means of enforcing same. As a result of this situation, one report has never been submitted and, of the other four individual reports submitted by other evaluators, two did not conform either to the proposed Guidelines for Evaluation Report (Form EC 1-0-1) or to accountability requirements of objectivity.

A solution to this problem has been proposed to SELL administrators and the Board of Education and a proposed contract submitted by an external agency to handle the entire evaluation. Under this contract, specifications for specific tasks to be performed by the internal evaluator, external evaluator and the auditor will be spelled out in detail.

It should be pointed out, however, that the external factors which interferred with the course of management and evaluation activities, did not affect adversely the achievement progress of project components, such as staff development, pupil instruction, materials development and community involvement, as may be evidenced by the statistical results presented in Part II of this report.

TABLE I

MANAGEMENT DATA BY FUNCTIONS

FUNCTIONS	TOTAL ITEMS	RATINGS 3	2	1	0	PERCENTAGES
Systems Analysis	84	40	26	16	2	48-31-19- 2
Activation	60	28	23	7	2	47-38-12- 3
Operational	60	34	22	4	0	56-37- 6- 0
Maintenance	60					47 -50- 3- 0
Affective	48	32	16	0	0	66-34- 0- 0

Note: Percentages are graphically represented in Management Profile A

TABLE II

MANAGEMENT DATA BY SYSTEMS

SYSTEMS	TOTAL ITEMS	RATINGS 3	2	1	0	PERCENTAGES
Personnel	78	11	5	3	2	
		7	6	2	0	
		11	4	0	0	
		5	10	0	0	
		12	0	0	0	
		46	25	5	2	59-32- 6- 3
Communication	78	0	11	10	0	
		2	8	3	2	
		1	11	3	0	
		3	10	2	0	
		5	7	0	0	
		11	47	18	2	15-59-23- 3
Training	78	16	4	1	0	
		11	4	0	0	
		15	0	0	0	
		15	0	0	0	
		9	3	0	0	
		66	11	1	0	85-14- 1- 0
Resources	78	13	6	2	0	
		8	5	2	0	
		8	7	0	0	
		5	10	0	0	
		6	6	0	0	
		40	34	4	0	51-44- 5- 0

Note: Percentages are graphically represented in Management Profile B

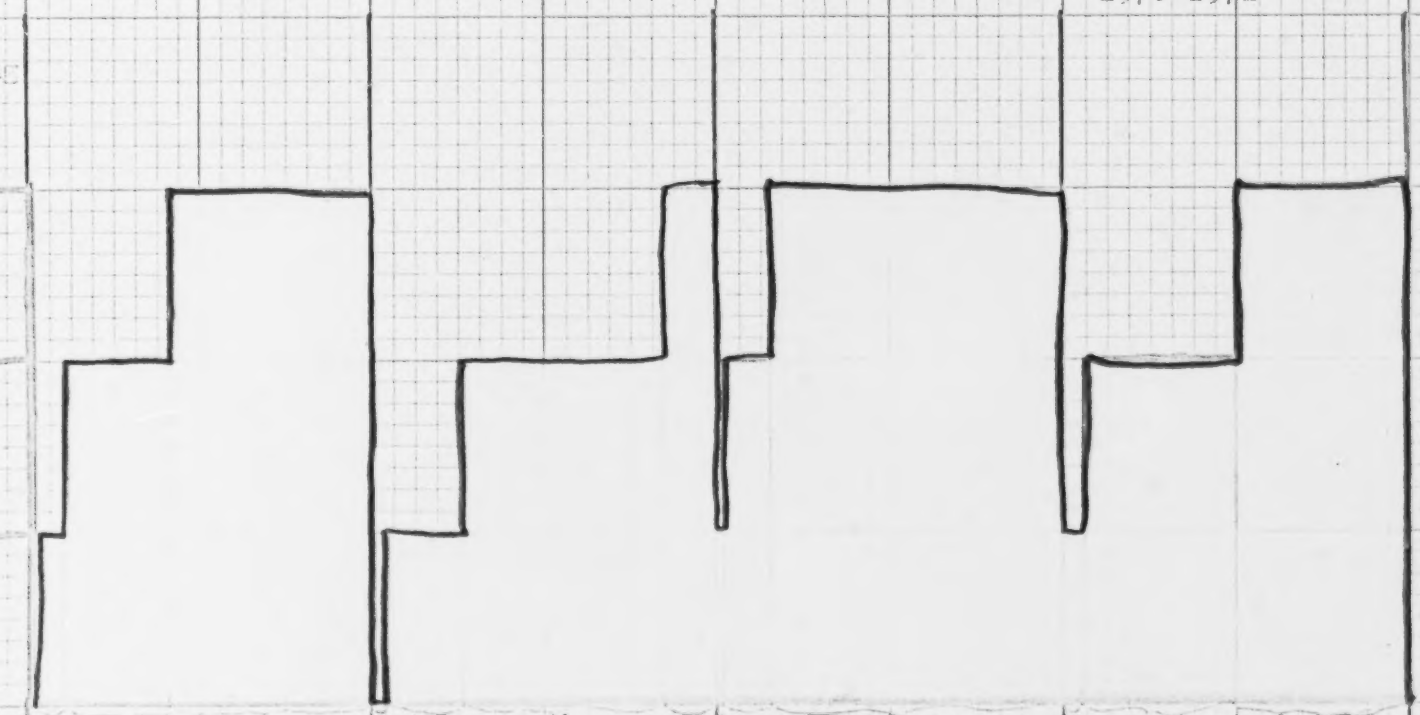
5 = Excellent
4 = Average
3 = Less than Average
2 = Very Poor
Ratings
MANAGEMENT PROFILE
By Functions
PROJECT GOAL
1970-1971
14
Cross Section
8 Squares to the inch
SHOTGUN
SHOTGUN
SHOTGUN
SHOTGUN
SHOTGUN
SHOTGUN

3 = Excellent
2 = Average
1 = Less than Average
0 = Unacceptable

MANAGEMENT PROFILE

By Systems

PROJECT SELL
1970-1971



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COMMUNITY EVENTS

Date	Event	Place	Participants
9/13/70	Summer Graduation	Roosevelt School	Students in Project SELL program and parents ±500
10/26 to 10/30/70	SSL and ESL class visits	Roosevelt School	Advisory Committee
11/12/70	Mrs. Wadsworth spoke to parents about SELL	Roosevelt School	±200 parents
11/17/70	Mrs. Wadsworth spoke to PTA about SELL	Hudson School	±100 parents
11/18/70	Bicultural Seminar	Washington School	37 teachers and adults SSL class
11/18/70	Bicultural Seminar	Roosevelt School	46 teachers and adults SSL class
11/19/70	Bicultural Seminar	Roosevelt School	31 parents and community members
12/14/70	Pot luck supper	St. John's Lutheran Church	±140 parents and community members
1/26/71	Bicultural Seminar	Court Chambers, U.C.	Community and parents
1/27/71	Bicultural Seminar	Washington School	Teachers and sdult SSL class
1/27/71	Bicultural Seminar	Roosevelt School	Bilingual teachers and adult SSL class
1/28/71	Jose Marti Day	Jose Marti Statue 54th Street and Park Boulevard East	±25 parents, teachers, community
2/24/71	Presentation of SSL certificates	Washington School	Adult SSL students, teachers and superintendent
2/24/71	Presentation of SSL certificates	Roosevelt School	Adult SSL students, teachers and superintendent
3/16/71	Children's mid=year fiesta	Roosevelt School	±300 children, parents and teachers
3/24/71	Fashion Show	St. Augustine's Church Hall	±500 parents, teachers and community
4/26 to 4/30/71	SSL and ESL class visits	Roosevelt School	±25 parents
4/29/71	Children's mid-year fiesta	Edison School	±100 children, parents and teachers.

Advisory Committee Meetings

Date	Place	Participants
8/6/70	Roosevelt School	9
9/24/70	" "	12
10/22/70	" "	12
11/30/70	" "	9
1/14/71	" "	9
2/18/71	Project Office	8
4/20/71	" "	10

Other speaking engagements by Director

10/20/70	Park Theatre, Bicultural Music Festival
10/21/70	Roosevelt School PTA
10/29/70	Robert Waters PTA
11/17/70	Edison School - initiation of non-graded meeting with entire faculty.
11/18/70	Roosevelt School PTA

Materials for Dissemination

Project Proposals (1970/71, 1971/72)

Brief Description of Project SELL

Oral English Proficiency Tests

Non-graded information booklet on Roosevelt School

1970/71 Non-graded report on Roosevelt School

Video-tapes

All bilingual and non-graded materials collected by Project

STANDARD GUIDELINES FOR NARRATIVE EVALUATIONS

I OVERVIEW - General statement on overall impression of observer concerning program achievements

1. Quality of results
2. Effectiveness of processes
3. Quality of affective climate
4. Interaction effect of program components
5. Effect of assigned priorities

II BACKGROUND - General statement on baseline data (on program participants), available to observer.

1. Type of data
2. Completeness of data
3. Sources of data
4. Organization of data
5. Interpretability of data

III COMPONENT ANALYSIS

1. Components to be evaluated:

    a. Staff Development
    b. Pupil Instruction
    c. Materials Development
    d. Community Involvement
    e. Dissemination

2. Component factors to be evaluated:

    a. Project Administration
    b. Program Achievements -
        - Cognitive
        - Affective
        - Participative
        - Unanticipated
    c. Testing Program

3. Factor Aspects to be assessed:

    a. Products Obtained
    b. Processes Utilized

IV SUMMARY - Brief review of noted strengths and weaknesses for each component. Recommendation for action.

1. Strengths of program component

2. Weakness of program component:

    a. Problem
    b. Detrimental effect
    c. Possible cause
    d. Recommended action

V CONCLUSION - General statement on program operation and redirection over next semester.

DEFINITION OF TERMS

I. OVERVIEW

Results:	Observable progress (or lack of it); both objective (measurable) and subjective (not measurable by test). Ex: attitudinal change may not always be readily measurable.
Process:	Procedures used to obtain results.
Affective Climate:	Emotional undertone of personnel relationships, as it affects performances.
Interaction of components:	Gestalt effect of program components; how they affect each other's progress.

II. BACKGROUND

Type of data:	Historical, current, other; documentary, interview.
Completeness:	Quantity and quality; range, chronological spread.
Sources:	External, internal (to project); objective, subjective.
Organization:	Classification by component or other; crossreference.
Interpretability:	Clarity of contents, especially as regards "technical" data.

III. ANALYSIS

Components:	Staff Development:	Pre-service, in-service training Instruction (theory) and workshops
	Pupil Instruction:	Bilingual contents Bicultural contents Courses of study; Nongrading
	Materials Development:	Subject Matter Range Auxiliary Materials
	Community Involvement:	Advisory Board School-Community activities Formal Instruction
	Dissemination:	Sharing of materials developed Use of mass media Personal Appearances (staff)
Factors:	Administration:	Dynamics of everyday operations Capability to meet contingencies Ability to plan, implement, direct, communicate, adapt, evaluate
	Achievements:	Cognitive - learning gains Affective - crosscultural understanding Participative - percentage of participation, tie-in with other programs
	Testing Program:	Extent of testing Appropriateness of tests Statistical treatment
Aspects:	Product:	Measured achievements (of stated objectives)
	Process:	Means of achieving stated objectives

IV. SUMMARY: Self-explanatory

V. CONCLUSION: Self-explanatory

(Jan. 1971)

MANAGEMENT RATING SCALE

Rating: Excellent - thoroughly competent performance
Average - adequate performance; could be improved
less than Average - inadequate performance; must be improved
Very poor - unacceptable performance

MANAGEMENT FUNCTIONS	Excellent	Average	less than Av.	Very Poor
I. Personnel				
1. Priority needs assessment of roles and responsibilities				
2. Review of available manpower (on-site)				
3. Provisions for personnel alternatives				
4. Criteria for selection of personnel				
5. Needs assessment for technical assistance				
6. Specifications for technical assistance personnel				
7. Scheduling for personnel selection				
II. Communication				
1. Priority needs assessment for communication networks				
2. Review of existing communication system				
3. Provisions for alternative channels				
4. Specifications for data collection and dissemination				
5. Scheduling for communication activities				
6. Provisions for record keeping and feedback procedures				
7. Provisions for evaluation checkpoints				
III. Training				
1. Priority needs assessment for training activities				
2. Review of existing training facilities				
3. Provisions for training alternatives				
4. Definition of training objectives, criteria and evaluation				
5. Scheduling of training activities				
6. Provisions for cooperative planning (all personnel)				
7. Provisions for evaluation checkpoints				
IV. Facilities and Resources				
1. Priority needs assessment for facilities and resources				
2. Survey of existing resources				
3. Provisions for resource alternatives				
4. Specifications for resource acquisition				
5. Scheduling for resource acquisition				
6. Provisions for budget allocations				
7. Provisions for evaluation checkpoints				

COMMENTS

MANAGEMENT RATING SCALE

ACTIVATIONS FUNCTIONS	Excellent	Average	Less than Av.	Very Poor
I. Personnel				
1. Identification and recruitment of personnel				
2. Assignment of responsibilities and roles				
3. Determination of man-hours for staff members activities				
4. Identification of technical assistance personnel				
5. Verification of available personnel & adjustments				
II. Communication				
1. Identification of communication & dissemination channels				
2. Initiation of record keeping procedures & data collection				
3. Initiation of feedback procedures & reporting				
4. Initiation of pre-program information booklet				
5. Verification of existing communication capability & adjustments				
III. Training				
1. Identification of training strategies				
2. Initiation of orientation sessions for trainers & trainees				
3. Assignment of individual responsibilities, tasks & functions				
4. Provisions for informal training activities				
5. Verification of training capability & adjustments				
IV. Facilities and Resources				
1. Identification of materials, media and facilities				
2. Initiation of procedures to secure same				
3. Enlistment of community resources				
4. Allocation of facilities & materials budget				
5. Verification of activated facilities & supplies				
OPERATIONS FUNCTIONS				
I. Personnel				
1. Assignment of personnel to specific tasks				
2. Coordination of personnel deployment				
3. Day-to-day verification of tasks and functions coordination				
4. Monitoring of all personnel activities				
5. Continuous evaluation of personnel performance				
II. Communication				
1. Implementation of communication network activities				
2. Coordination of staff activities on program information				
3. Organization & accessibilization of data				
4. Monitoring of communications channels & information				
5. Continuous evaluation of communication effectiveness				
III. Training				
1. Implementation of training activities				
2. Coordination of training personnel and supportive services				
3. Coordination of training tasks and functions				
4. Monitoring of all training activities				
5. Continuous evaluation of training effectiveness				

MANAGEMENT RATING SCALE

	Excellent	Average	Less than Av	Very Poor
IV. Facilities and Resources				
1. Allocation of facilities and supplies				
2. Coordination of facilities and supplies (use)				
3. Monitoring of budget allocations				
4. Monitoring timing, distribution & utilization of resources				
5. Continuous evaluation of resource adequacy				
MAINTENANCE FUNCTIONS				
I. Personnel				
1. Periodic review of personnel allocation				
2. Revised coordination of personnel activities, when needed				
3. Redefinition of tasks and functions, as needed				
4. Provisions for inter-personnel involvement				
5. Provisions for self-evaluation & improvement of performance				
II. Communication				
1. Review of feedback network & communication network				
2. Revised coordination of communication activities				
3. Redefinition of policies and procedures, as needed				
4. Revised schedule of reporting procedures				
5. Action to solve communication problems				
III. Training				
1. Redirection of training activities, if needed				
2. Adjustment of training schedules				
3. Follow-up on supervisory recommendations				
4. Diversification of training experiences				
5. Periodic verification of training effectiveness & revisions				
IV. Facilities and Resources				
1. Reallocation of supplies and facilities, as needed				
2. Adjustment in time schedules				
3. Procedures to receive, check, distribute materials				
4. Periodic assessment of resource adequacy & modifications				
5. Review & modifications in budget allocations, as needed				
AFFECTIVE FUNCTIONS				
I. Personnel				
1. Effectiveness of interpersonal & professional relations				
2. Securing willing cooperation of staff members				
3. Maintenance of high standards of loyalty & enthusiasm				
4. Maximizing staff performance through motivation				
II. Communication				
1. Maintenance of positive interchanges (staff, school, community(				
2. Promotion of crosscultural understanding				
3. Culturally relevant communication contents and procedures				
4. Review affective impact of communication; revise as needed				

	Excellent	Average	Less than Av.	Very Poor
III. Training				
1. Maintenance of positive climate in training activities				
2. Sustained motivation of training activities				
3. Systematic rewarding of excellence in performance				
4. LEA involvement in reinforcing successful achievement				
IV. Facilities and Resources				
1. Facilitation of working conditions through diversification				
2. Securing active support of LEA				
3. Fulfilment of staff expectations for prompt action				
4. Provisions for periodic "gripe" sessions for staff members				

PART II

Quantitative Analysis of Data on Project SELL Components

Components

1. Pupil Instruction (Cognitive and Affective Skills)
2. Staff Development (Teaching Skills and Affective Factors)
3. Curriculum and Materials Development (Quantitative and Qualitative Analyses)
4. Community Relations
5. Management

Data collected by Project SELL staff and Evaluator

Data analyzed by Dr. C. Auerbach, Yeshiva University

COMPONENT ANALYSES

IA Pupil Instruction - Skills Component

Three sources of data are available concerning the efficacy of Project SELL in increasing pupil skills. The first is the number of pupils who passed from one level to another in their ESL (English as a Second Language) and SNL (Spanish as a Native Language) instruction. The second is the results of administration of the Inter-American tests of reading administered at the beginning and the end of the school year. The third is the results of the Boehm concept tests administered at the beginning and end of the school year. The latter two tests were also administered to the Cuban children in a control school, Gilmore, also in U.C. A random sample of 156 SELL pupils were selected for testing purposes.

Level Tests

Roosevelt School has non-graded primary education, organized into a levels sequence, with three instructional levels roughly corresponding to a grade. As students progress through the academic year they are tested periodically and, if they meet the criterion performance, move up to instruction of the next higher level.

Table I indicates the progress of first grade students (who entered Roosevelt School in September 1970) through the SNL levels.

TABLE I

INITIAL LEVEL	FINAL LEVEL I	II	III	IV	V	VI
I (N = 28)		6	18			
II (N = 24)		2	5	17		
III (N = 30)					15	13

Progress of students through SNL levels at Roosevelt School. Data are numbers of students at final level.

In view of the absence of a normative comparison no statistical analysis was done. We note, however, that the modal increase was two levels for level I,

II and III, with a second mode at three levels for level III. This constitutes in the present evaluator's mind, highly satisfactory progress.

Similar data for new entrants to the program from Cuba are given in Table II below. Since they each entered the program at various times during the year no conclusion can be drawn except to note, again, that progress appears to have been quite satisfactory.

TABLE II

INITIAL LEVEL	FINAL LEVEL I	II	III	IV
I (N = 22)	6	18		
II (N = 12)			12	
III (N = 9)			1	8

Progress of late entrants to Roosevelt School through SNL levels. Data are number of students at final level.

Data corresponding to the above for the ESL levels tests are given in Table III.

TABLE III

INITIAL LEVEL	FINAL LEVEL I	II	III	IV
I (N = 29)	7	22		
II (N = 25)		10	15	
III (N = 25)			13	12

Progress of pupils through ESL levels at Roosevelt School. Data are number of students at final level.

In the absence of normative data no comparative conclusions can be drawn. The data do not illustrate a marked an improvement at the SNL data, however, the model improvement being one level for levels I and II, and none for level III.

Inter-American Tests of Reading

The Inter-American test of reading Level 1--CEs--in Spanish was administered to Level II and Level III students at the beginning and end of 1970-1971. Correspondingly, the Inter-American test of reading, level 2--CEs--in Spanish, was administered to second grade Cuban students at Gilmore. This proved a mistake as the students had not been instructed in reading in Spanish, and so at the end of the year the students were re-tested in English, using the level 2-CE series.

The data first considered are the pre versus post comparisons at the Roosevelt School. They are reported in Table IV, along with the results of the corresponding statistical tests. Vocabulary tests are given in Table IV, and comprehension tests in Table V.

TABLE IV

		VOCABULARY		
LEVEL AT ROOSEVELT		PRE	POST	t
II	$\bar{x}$	8.05	21.38	3.95**
	S.D.	10.42	13.78	df = 52
	N	25	29	
III	$\bar{x}$	33.32	36.42	2.15*
	S.D.	5.86	4.88	df = 52
	N	25	31	

* $p < .05$

** $p < .01$

Mean Pre and Post test vocabulary scores on Inter-American Test.

TABLE V

		COMPREHENSION		
LEVEL AT ROOSEVELT		PRE	POST	t
II	$\bar{x}$	6.52	15.79	3.42**
	S.D.	8.30	11.13	df = 52
	N	25	29	
III	$\bar{x}$	25.92	30.65	2.12*
	S.D.	8.50	8.15	df = 52
	N	25	31	

* $p < .05$

** $p < .01$

Mean pre and post test comprehension scores on Inter-American Test.

We may conclude, from these data, that the Project SELL instruction was effective in producing increases in both Vocabulary and Comprehension.

Perhaps the most interesting question to be asked from the point of view of biiingual education is whether the Cuban children instructed in Spanish learned more effectively than Cuban children instructed in English. This question is practically impossible to answer on the basis of the present data, in view of the facts that (1) the "control" children at the Gilmore school were at a different grade than the Roosevelt school children, (2) the Gilmore children were tested in English whereas the Cuban children were tested in Spanish, and (3) the Gilmore children were tested at grade 2 (= levels IV, V, VI) of the Inter-American series whereas the Roosevelt children were tested at level I (= grade 1).

Nonetheless, an attempt was made to answer the question. To do so, the Roosevelt children's mean score at level II and III was converted to the percentile norms for Puerto Rican schools and the Gilmore children's norms were converted to percentile norms for United States schools. Table VI, below, gives the Vocabulary

and Comprehension post-test scores for Gilmore school. The pre-test scores are not reported in view of the mistake made in testing them in Spanish.

TABLE VI

VOCABULARY	$\bar{x}$	19.70
	S.D.	7.28
	N	23
COMPREHENSION	$\bar{x}$	21.52
	S.D.	8.06
	N	23

Mean post-test vocabulary and comprehension scores of Gilmore school pupils.

Table VII, below, gives the corresponding percentile equivalents.

TABLE VII

SCHOOL	VOCABULARY POST	COMPREHENSION POST
Roosevelt - Level I	60	61
Roosevelt - Level II	91	97
Gilmore	55	81
Roosevelt Mean	75.5	86

Percentile equivalents of post-test vocabulary and comprehension scores at Roosevelt and Gilmore schools.

These data tentatively bear out the hypothesis behind Project SELL. We note that students at Roosevelt, at the end of the first grade, do better on vocabulary and slightly better on comprehension then students at Gilmore at the end of the second grade, relative to the percentile norms. We find tentative support from this data, then, that instruction in Spanish leads to better learning than

Boehm Tests of Conceptual Abilities

The Boehm tests of conceptual ability were administered on a pre and post test basis at both the Roosevelt and Gilmore schools. The language of administration was Spanish at Roosevelt and English at Gilmore.

Pre and post tests data are reported in Table VIII, together with values of t obtained from a t-test for the difference between correlated samples.

TABLE VIII

SCHOOL	PRE	POST	t
Roosevelt - Level I N = 24	29.00	35.83	6.86**, df=23
Roosevelt - Level II N = 23	38.30	42.91	4.72**, df=22
Roosevelt - Level III N = 25	44.28	46.92	3.69**, df=29
Gilmore - Grade 2 N = 23		44.10	

** $p < .01$

Mean pre and post test scores on Boehm test of conceptual ability at Roosevelt and Gilmore schools.

In each case, the data show a statistically significant improvement from the pre-year to the post-year period, supporting the hypothesis that instruction was effective. It should be noted, incidentally, that in order to assure correlated samples, subjects who were in the pre-test group but not in the post-test group or vice versa were excluded from the analysis.

In order to test the major premise of the bilingual education program, that instruction in Spanish leads to better progress than instruction in English, a comparison was made between the Gilmore post-test data and the Roosevelt post-test data, using t-tests for independent samples. Keeping in mind that grade 1 - level I, II, III, and grade 2 - level IV, V, VI, the following results were obtained:

1. Gilmore grade 2 was superior to Roosevelt level I

($t = 6.61$, $df = 45$, $p < 0.01$)

2. Gilmore grade 2 was equivalent to Roosevelt level II
   ($t = 1.65$, $df = 50$)
3. Roosevelt level III was superior to Gilmore grade 2
   ($t = 3.05$, $df = 51$, $p < 0.01$).

In view of the consideration that Roosevelt's level III is essentially a first grade level, item 3 above is taken as support of the superiority of instruction in Spanish over instruction in English, when the instructed population is predominantly monolingual in Spanish.

1B Pupil Instruction - affective component

At present we do not have any direct measure of the affective dimension of instruction, that is, how much do the children like school. We may, however, infer the answer to this question from their approach behavior, that is, attendance records.

Table IX shows the attendance records for the year 1970-1971 in Roosevelt School.

TABLE IX

SOURCE	Attendance Rate
Project SELL students* (N = 156)	.881
Entire school (N = 1110)	.860

Attendance rates at Roosevelt School for 1970-1971.

The data above support the contention that the "school approach" behavior is higher for Project SELL students than for other students at Roosevelt School. These data, however, are biased against the hypothesis because the attendance rate for the entire school includes the attendance of the Project SELL students.

In order to obtain a more realistic estimate of the attendance of non-Project SELL students a re-analysis was done of the data to determine the attendance rate of these students. Letting x equal the attendance rate of non-Project SELL students we have the following formula:

$$.860 = \frac{(.881)\ (156) + x(954)}{1110}$$

Solving for attendance rate at Roosevelt School yields

$$x = .855$$

Table X thus presents the corrected attendance rate data.

*only attendance figures for the random sample of SELL classes were available.

TABLE X

SOURCE	ATTENDANCE RATE
Project SELL students (N=156)	.881
Remaining students at Roosevelt School (N=954)	.855

Corrected attendance rates at Roosevelt School for 1970-1971.

A t-test for the difference between proportions was performed on the data. The value of t obtained was t = 1.0 which is not significant in itself. However, it must be kept in mind that the figures used in our calculations included only the random sample of SELL children selected for testing purposes, and for whom attendance records were kept.

We conclude, therefore, that the data suggest that participation in Project SELL learning activities does seem to improve attendance, although incontrovertible statistical proof to that effect is not available at the present time.

In addition, it should be noted that a variety of other factors contribute to attendance beside membership or non-membership in Project SELL. Consequently, the failure to find statistical significance cannot be taken as an evidence of failure on the part of the project to produce greater enjoyment in school

IIA Teacher Training - Skills Component

Two sets of data were available to the present evaluator concerning the teacher training component of the project. The first was data concerning teacher performance in a six week summer training institute held prior to the year 1970-1971. The second was data concerning teacher performance during the year 1970-1971.

Summer Institute data (Random Sampling)

As part of the summer institute videotapes of the teacher's lectures were made. These tapes were made at the start of the institute and at its termination. They were analyzed by two experienced foreign language teacher trainers whose ratings concerned both 18 observational categories of the Content Planning of the lesson and 23 categories concerning the foreign language techniques used in the lesson. The evaluation scale had the categories Excellent (4 points), Good (3 points), Adequate (2 points), and Poor (1 point). It is regrettable that videotape data could not be collected on all trainees on a pre and post institute basis. However, the cost of such evaluation would have been prohibitive. Consequently, only random sample data is available on the institute. Table XI below, gives the mean ratings of both evaluators on the content and foreign language measures. (Four teachers were rated.)

TABLE XI

	PRE	POST
CONTENT	2.26	2.42
FOREIGN LANGUAGE	2.20	2.43

Pre and post summer institute mean performance ratings.

The data make apparent a general trend in the direction of improvement in rated ability. In order to assess this data for significance t-tests for

correlated samples were done. The analysis revealed that the content improvement was not significant ($t = 1.32$, $df = 9$), and that the foreign language improvement was significant ($t = 3.83$, $df = 9$, $p < 0.05$). Both tests were one-tailed.

We conclude, then, that there is a demonstrable improvement in the foreign language teaching as a result of the summer institute, and only a non-significant tendency to improvement in the actual instructional content.

Yearly Observational Data (Random sampling)

During the year 1970-1971 the Project SELL teachers were intermittently evaluated as to their general teaching techniques, specific foreign language teaching techniques, and their specific subject matter teaching techniques. The ratings asked for could range from excellent (5) to poor (1) on a five point scale. Teachers were observed and evaluated by several raters - the director, the staff evaluator, external evaluators and the ESL specialist. In all, eight teachers were evaluated, and of these, the data from seven were included in the analysis. The eighth teacher had been fired during the school year.

Table XII gives the mean rating pooled over all categories. The data are for the first and last evaluation of the school year.

TABLE XII

	EVALUATION	
	FIRST	LAST
Mean Rating	3.49	3.95

Initial and final mean evaluations of Roosevelt teachers for 1970-1971.

The data show an improved evaluated teacher rating over the school year.

In order to assess the data for significance a t-test for correlated samples was done. The improvement was significant, using a one-tailed test ($t = 2.83$, $df = 9$, $p < 0.01$). We may conclude, then, that the efficiency of Project SELL teacher improved over the school year.

IIB Teacher Training - Affective Component

The affective component of teacher training has to do with the question of how much the teachers like the training program of Project SELL and the subsequent classroom skills which they derive from it. At present no direct measure of this component is available. However, several indirect measures are, namely (1) Longitudinal data on teacher turnover at Roosevel School, (2) Limited Reactions to a teacher questionnaire concerning Bilingual Education, and (3) Data concerning the number of applicants from all sources to Project SELL. We consider each of them in turn.

Teacher Turnover

Table XIII gives the number of teacher leaving Roosevelt School in the academic years from 1967-1971.

TABLE XIII

School Year	NUMBER OF TEACHERS LEAVING Roosevelt (N = 44)
1967-1968	10
*1968-1969	7
1969-1970	7
1970-1971 (First year Project SELL)	2

Teacher turnover at Roosevelt School.
*This is the first year of the NHLDC program of ESL training and instruction.

Several conclusions may tentatively be drawn from the data. It seems that there was a marked drop in teacher attrition concomitant with the introduction of Project SELL. In order to ascertain whether this decline of attrition is statistically significant a t-test of the difference between proportions was performed. The value of t obtained was $t = 3.1$ which is significant at the 0.01 level using

a one-tailed test. Thus, although teacher attrition rates may vary for many reasons, one interpretation of the data is that Project SELL is perceived as positive by the teachers at Roosevelt School, and thus acts to reduce turnover there.

Reactions to Bilingual Education Questionnaire

During the academic year 1970-1971 a questionnaire concerning Bilingual Education was administered to 13 teachers at Roosevelt School; six of them were teachers in Project SELL, the remaining seven were selected at random. The seven questions asked were the following:

1. Do you agree with the philosophy of teaching a second language to young children?
2. Do you think children should be taught language arts (specifically, reading and writing) first in their native language?
3. Do you think children should be taught in mixed groups in both languages?
4. Do you think Project SELL's program has helped the children participating?
5. Do you think Project SELL's Spanish-speaking children have learned as much English as other comparable groups at Roosevelt?
6. Do you think Project SELL's English-speaking children enjoy learning to speak Spanish?
7. Do you think learning each other's languages has helped the children to communicate with each other?

The teachers had the option of the following responses: agree completely, agree somewhat, neither agree nor disagree, disagree somewhat, disagree completely. They could also abstain. Table XIV gives a summary of the results of the questionnaire.

TABLE XIV

	Agree Completely	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Completely
Percentage Responses (N = 90)	.49	.19	.08	.14	.10

Summary of Reaction Questionnaire results at Roosevelt School.

The table shows that the majority of the teacher population surveyed agree with the statements of the questionnaire. In order to analyze the data statistically, the data were collapsed into simply the categories of agree and disagree and the 8% who neither agreed nor disagreed were distributed equally in each category. With this redistribution 72% of the population agreed with the questionnaire statements and 18% disagreed. These data were statistically compared with a random distribution of agreements and disagreements (50% agree and 50% disagree). The results were significant at the 0.01 level. Thus, a statistically significant proportion of the population surveyed agree with the questionnaire statements.

If the additional assumptions are made that the questionnaire statements are an adequate representation of the goals of Project SELL, which they seem to be, and that the teachers are happy in programs whose goals they agree with, then we may conclude that teachers like Project SELL.

Applicants to the Program

In the year 1970-1971 Project SELL had 200 new applicants for training, presumably from Union City schools. This constitutes strong evidence that the affective component of training is successful.

III Curriculum Materials Development

Materials Written or Revised

From the list of the materials written or revised from the start of the project to the present, attached herewith, one may conclude that a variety of materials is under continual development, and that they seem to be very related to the specific needs of the program. The evaluator notes, as a sign of the inclusiveness of the materials, the presence of a bilingual list of profanities!

I- Materials written or revised:
July 1, 1970 - June 30, 1971

A. ESL Materials
1. ESL Primary Levels 1-7, revised.
2. ESL Intermediate Levels 1-3 and corresponding tests.
3. ESL Social Studies Levels 1,2.
4. ESL Math Level 1.
5. ESL Music Levels 1-7.

B. SSL Materials
1. SSL Levels 1-2 and corresponding tests.
2. SSL Social Studies Levels 1, 2.
3. SSL Math Level 1.
4. Adult SSL Curriculum Guide, Level 1 and corresponding tests.
5. SSL Music Levels 1, 2.

C. SNL Materials
1. SNL Levels 1-4 and corresponding tests.

II- Materials written or revised:
July 1, 1971 - present

A. ESL Materials
1. ESL Intermediate Levels 1-3, total revision, corresponding tests, both oral and written for Levels 1-3, Performance Objectives for each level.
2. ESL Social Studies, Levels 1, 2, revised.
3. ESL Social Studies tests Levels 1 and 2, Performance Objectives for Levels 1 and 2.
4. ESL Social Studies, Level 3, test and Performance Objectives.
5. ESL Kindergarten Curriculum.

B. SSL Materials
1. SSL Levels 1, 2, revised.
2. SSL Levels 3-5, corresponding tests and Performance Objectives.
3. SSL Social Studies, Level 3.

C. SNL Materials
1. SNL Levels 1-4 and corresponding tests, complete revision.
2. SNL Levels 5-7 and corresponding tests.
3. Addition of Cultural Adaptations to each SNL level, including a guide to understanding differences in Spanish and Anglo-Saxon cultures.
4. SNL Math, Level 1
5. SNL Science, Level 1.

D. Creative Arts
1. Music Curriculum for mixed groups of English and Spanish speaking children, primary grades.
2. Art Curriculum for mixed groups of English and Spanish speaking children, primary grades.
3. Pictures for ESL, SNL tests.

E. Miscellaneous
1. Bilingual list of profanities.

Teacher Reaction to Materials

The evaluator does have available a survey of teacher reactions to a curriculum guide prepared concerning the materials, based on the reactions of 13 teacher-users surveyed. The data are presented in Table XV. The material evaluated includes SSL (Spanish as a Second Language), SNL (Spanish as a Native Language), and ESL (English as a Second Language).

The data of this survey are overwhelming. The materials developed, as evaluated by the teachers, appears to be of superior quality.

TABLE XV

	Yes	No	Abstain
1. Do you like the curriculum guide?	13		
2. Do the children respond favorably to it?	12		1

	Great Extent	Some Extent	None	Abstain
3. Is the curriculum easy to use?	10	2		1
4. Are the instructions clearly stated?	7	5		1
5. Is the guide appropriate to the student's maturity level?	11	1		1
6. Is the guide appropriate to the student's language proficiency?	11	1		1
7. Is there sufficient content in the level?	11	1		1
8. Does the content follow the natural development of the English or Spanish language?	11	1		1
9. Is there a provision for parallel cultural development?	11	1		1
10. Are the objectives stated clearly in terms of pupil performance?	11	1		1
11. Are the appropriate basic skills included in each level?	10	2		1
12. Are the suggested techniques materials and activities related to the stated objectives?	9	3		1
13. Are differences in Spanish and American learning styles included in each level?	10	2		1

Summary of teacher's reactions to Project SELL materials. Data are number of respondents using each category.

IV Evaluation of community reaction

Due to circumstances beyond Project SELL's control the initially intended survey of community reaction was never completed. The data available to the present evaluator on which any conclusions at all can be based are from a community questionnaire administered in conjunction with a Project SELL sponsored fashion show. The following observations were made on the basis of the data:

1. Of the 169 respondents to the survey all had heard of Project SELL. Only 15 of these had children enrolled in Project SELL.

2. Of the 169 respondents 166 felt that bilingual social events were helpful in drawing the community together and 158 stated that they would attend an outdoor art show.

From these data one may tentatively conclude that Project SELL is well publicized, and is perceived by the community as being helpful in drawing the community together. Of course, no real conclusions can be drawn on the basis of this data.

V. Management

In order to evaluate the effectiveness of the management of Mrs. Doris Wadsworth, the project director, a survey of the staff working under her during the year 1970-1971 was conducted. The survey tapped the general management areas of problem solving, motivating, training, handling finances, and facilitating communication.

The respondents were the four staff members, namely Leonor Seoane, Eunice Kritsidimas, Carole Roscoe, and Yolanda Miranda. The responses available to them were excellent (4 points), good (3 points), adequate (2 points), and poor (1 point). The questions and the mean rating on each of them are presented in Table XVI.

TABLE XVI

	Mean Rating (N=4)
1. Overall effectiveness in solving problems connected with the project.	3.75
2. Overall effectiveness in motivating and supervising people connected with the project.	4.00
3. Overall effectiveness in training people connected with the project.	3.50
4. Overall effectiveness in handling finances and obtaining facilities and supplies.	3.25
5. Overall effectiveness in facilitating communication within project staff.	3.75

Mean responses of Project SELL staff to requests for management rating of Doris Wadsworth.

The conclusion of the present evaluator is that the project management was conducted extremely capably.

SUMMARY AND CONCLUSIONS

The following constitutes an enumeration of the results of this evaluation.

1a. Pupil instruction--skills component

i. Project SELL is effective in producing pupil progress as measured by the levels progression, the Inter-American tests, and the Boehm concept tests. Some attention should be given to the fact that the SNL progress appears faster than the ESL progress.

ii. Some very tentative support was found for the major hypothesis of the program--that instruction in the dominant language is more effective than instruction in the non-dominant language.

1b. Pupil instruction--affective component

There was a suggestion, in terms of attendance records, that Project SELL students tended to enjoy school more.

The data were not, however, statistically significant.

2a. Teacher training-skills component

Evaluator rating supported the hypothesis that teacher effectiveness increased as a result of Project SELL training.

2b. Teacher training--affective component

Data on turnover, questionnaire data, and program applications supported the hypothesis that teachers liked the program.

3. Curriculum materials development

A variety of new materials were developed which were rated very positively by the teachers using them.

4. Community reaction

A tentative conclusion was drawn that the Union City community perceives Project SELL positively.

5. Management

The management of Project SELL appears to have been unusually effective.

The overall evaluative impression concerning Project SELL may then, be summarized as follows: "It is an effective, well-run program".

However, no project is ever devoid of weaknesses, and the Union City project is no exception in this respect.

In addition to the immediate benefits of Project SELL to Union City, there are more long-term benefits to be derived from obtaining scientific information on the effect of bilingual education. In this respect, the greatest problem encontered by the evaluator in the past has been that of securing reportable objective data.

Evaluative plans submitted in the 1971-72 proposal represent an attempt to remedy this situation. It is absolutely imperative that the data be collected, organized and submitted systematically and on time to the external evaluator by the staff evaluator, in compliance with proposal plans.

In addition, there seems to be a need for the maintenance of more effective lines of communication between the administrative and instructional staffs of Project SELL. The information collected so far does not appear to be in the form immediate feedback data which could be used to improve instruction. This problem, too, deserves attention.